

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL VISITATION
CASE STUDY COMPLIANCE REVIEW**

**BECKET SCHOOL
FINAL SUMMARY REPORT**

**Dr. Dorothy Kraft, Principal
Sharon Edwards, Director of Special Education**

Visit Conducted on May 7, 2003
Report Date, July 16, 2003

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I. TEAM MEMBERS

<u>NAME</u>	<u>PROFESSIONAL ROLE</u>
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Visiting Team Members:

Barbara Cohen	New Hampshire Department of Education
Patricia Eddy	New Hampshire Department of Education
Gail Hannigan	Principal
Earl Lord	Teacher
Maryclare Heffernan	Chairperson, Education Consultant

Building Level Team Members:

Jay Wolter	President
Dr. Dorothy Kraft	Principal
Kyle Linlaw	Special Educator
Michael Penkert	Treatment Coordinator
Sharon Edwards	Special Education Administrator
Tracy Puffer	Lead Teacher
Ola O'Dell	Family System Counselor

II. INTRODUCTION

The Becket School is a private nonprofit school owned by Pike School, Inc. and located in rural Haverhill, New Hampshire. The residential treatment program provides educational services to approximately 66 male students ranging in age from 11-17. The majority of the students who are residentially placed at the school are placed there by the court system. The students all have severe behavior difficulties and the administration describes its student population as generally comprised of adjudicated sexual offenders and physically aggressive and oppositional defiant adolescent males. Most of the students (80 – 95 %) are identified as students with educational disabilities. The special education program is seen as part of the Becket Program's overall therapeutic milieu.

The facility, located in the far western part of New Hampshire, is surrounded by fields and woods. The program provides students with both academic instruction and prevocational experiences in such areas as auto mechanics, culinary arts, building trades and environmental studies. Becket School academic programs are housed in the school building and offer small class sizes (5 – 7 students). While most students are residentially placed, the school was recently approved to accept day students from surrounding school districts.

The therapeutic model used by the Becket School employs a multi-systemic focus that is family centered, inclusive in all planning aspects, maximizes the supportive involvement of significant others and emphasizes transition planning. The work done through the Family System Counselor provides a link between the school and the home, and offers supports to the family as the student transitions back to the home and school.

As part of the Pike School organization of schools the Becket School administration and staff has an opportunity to work with the Mount Prospect School in Plymouth and Life Centered Learning Center staff in Tilton to create models of a collaborative community. Such areas as professional development, curriculum and instructional expertise, family support models, and shared ideas may result in expanded programming and improved outcomes for the students placed in the care of each school. This chance to draw from the collective experiences and knowledge of individuals concerned about providing quality educational experiences for educationally disabled students is a rare opportunity for growth. The agency leadership and staff are committed to such an endeavor.

MISSION STATEMENT

Our mission is to teach core values and provide services that promote overall growth and development, with the ultimate goal of inspiring our students to become active and positive participants and contributors to society.

III. PURPOSE OF VISIT

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to Becket School on May 7, 2003 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at the school.

Activities related to this NHDOE Case Study Compliance Visit included the review of all application materials submitted by the Becket School, verification of personnel credentials for special education staff, program descriptions and SPEDIS reports, and analysis of data collected during the visit. Throughout the entire review process, the visiting team worked in collaboration with the staff of Becket School. Their professionalism and cooperation were greatly appreciated and well recognized.

IV. SPECIAL EDUCATION PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided Becket School with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Reviews and the varied data collection activities. The 1-day visit was designed as a focused review on the following areas of programming:

- ♦ Access to the General Curriculum
- ♦ Transition
- ♦ Assessment

The NHDOE Special Education Program Approval Process is designed to allow the visiting and building level team members to conduct case studies of a representative sampling of the special education student population. Evidence of the work conducted on site and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, paraprofessionals, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for the Becket school.

V. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the March 19-20, 1998 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Procedures related to compliance with state and federal regulations, specifically related to student admission documentation and record organization, were found to need improvement. Since the time of the visit the student records have been reorganized and a review of student records revealed all necessary information existed. The administration has implemented a consistent process for receiving all necessary student information in a timely manner.

Staff evaluation has been improved and strengthened and relies on the Danielson model "Enhancing Professional Practice: A Framework for Teaching". Supervisions are conducted by the principal, lead teacher and lead paraprofessional.

The transition process previously provided no ability for the Becket School staff to participate in student transitions and improve the potential success of a student's transition. Since that time Family System Counselors and Treatment Coordinators have begun to provide support to students and their families. Students are followed by Becket Staff for 30 days after discharge and academic staff are provided with information regarding the outcomes.

As part of the Becket School Improvement Plan, resulting from the Year Long Improvement Process in which the school staff participated, the staff devoted attention and time to improving relationships with sending school districts, particularly around transition issues. They also continued efforts to align the curriculum with the NH Frameworks and in the process adopted the Hillsboro-Deering curriculum as a guide.

The area of case management has been partially addressed as a new case manager was recently added. However, the visiting team during this recent visit found the issue of case management to continue to require review as the case loads carried by special educators is high and difficult.

The school has made significant improvements in the area of increasing the library materials available. The library is now located in the Yurt, and provides a quiet and soothing atmosphere for students. The addition of new reading materials, particularly low-level high interest books, has been an important improvement. The full time Title I teacher further provides expertise in the area of meeting student reading needs.

The addition of computers with internet access in each classroom is another improvement that has been made since the previous visit. The student access to AlphaSmarts has proven successful and the school is encouraged to continue with the ongoing expansion of technology for both student and staff needs.

Consultation with NH certified staff has been increased and consultation or staff certification now exists in all areas except for media/technology and music.

The school administration and staff have worked hard to ensure that corrections were made to issues of non-compliance identified at the time of the 1998 NH Department of Education Special Education Program Approval visit, and they have also continued to make progress toward the goals established by their own Improvement Plan as well.

VI. SUMMARY OF FINDINGS FOR THE MAY 7, 2003 CASE STUDY COMPLIANCE REVIEW

The following is a summary of the patterns and trends that have been identified throughout the programs at the Becket School. In addition, citations of noncompliance are listed that were identified as a result of the program approval data collection activities.

PARENT PARTICIPATION

As part of the NHDOE Special Education Program Approval Process, documentation of parent feedback is required. All parents of Becket School students were sent satisfaction surveys to complete. However, the responses represent only approximately 10 percent of the parents of students with educational disabilities.

Of those responding, the parents indicated general overall satisfaction with the program provided to their student at Becket School. Only one parent indicated that they would like to receive more information from the school regarding the progress their child is making. One parent commented that they think the program is “great” but that their child is “fighting it”.

FINDINGS

Access To The General Curriculum

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District’s Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

Students attending the Becket School program are provided with access to the general curriculum through the curriculum and the instructional design on which classroom instruction is based. While some of the students attending the school are not identified with educational disabilities, the students are in a fairly isolated setting during the school year. The administration and staff made efforts to provide the students with a range of interdisciplinary educational experiences, prevocational opportunities and interaction with peer groups through intramural sports and a range of community based activities.

Transition

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

The Becket School administration and staff have worked hard in the area of transition to provide students with successful transition experiences. Many of the students transition to the school as a result of a court decision and there is often little time to meet with the sending district staff and parents to plan for the student’s new move. However, the Becket program has made significant efforts to contact the sending district immediately and begin a process of communication. The student transitioning out of the Becket Program is provided with the support of the Family System Counselor who works extensively with the family and child to anticipate the issues that may arise as a result of the change in placement. The support continues for 30 days after the student leaves Becket. This is seen as a good system of support that may make a difference to students during the transition period.

Assessment

ED 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C

The Becket School does not derive a great deal of helpful information from the NHEIAP assessment. They do conduct their own student assessments and apply the individual information to the development of student IEP's. However, the school does not presently have a comprehensive process for analysis of standardized or other student assessment data that is used in making overall program decisions and improvements to insure the improved outcomes for students.

Special Education Process: Policy And Procedure

The Becket School administration submitted a revised policy and procedure manual as part of the NHDOE Special Education Approval process. The manual includes the necessary policies and procedures as outlined by the NH State Rules for the Education of Children with Disabilities. However, the administration should provide comprehensive and ongoing training to all staff to ensure that policies are accurately and consistently carried out.

REQUIRED ACTIONS FOR IMPROVEMENT

Required actions for improvement are defined as areas which the LEA / Private School needs to address in order to resolve citations of noncompliance identified through the NHDOE Special Education Case Study Compliance Review.

ED 1106.01 Special Education Process

ED 1133.05 (f) Program Requirements

The private facility shall not unilaterally modify a child's IEP. During a review of student information it became clear that a student's IEP was unilaterally modified without the participation of the IEP Team. IEP process must include the IEP team whenever any changes are made to the student's program.

ED 1133.12 Calendar Requirements

ED 1119.10 (a) (b)

ED 1119.08 Diplomas

The Becket School must provide a student with a school day of 5 1/2 hours and a course of studies that provide equal opportunity to complete a course of studies leading to a regular high school diploma. During a review of student information it became clear that the program provided to one student did not clearly describe these educational opportunities.

ISSUES OF SIGNIFICANCE

The Pike School, Inc. recently acquired two new schools. As part of this organization of schools, the Becket School administration and staff has the opportunity to establish an educational community through working with the administration and staff from the other programs. They can share professional development, curriculum and instructional expertise, therapeutic models, resources and ideas that may result in expanded programming for students.

Staff report that when students are placed at the Becket School their IEP's do not always arrive in a timely manner. Although the court placement process may not provide the sending district advance notice, the private

school is still responsible for actively requesting the student's records, including a current IEP. Review the present information collection process to determine what additional supports may be necessary.

During the Case Study Compliance Review process it was determined that an incorrect process had been used to change a student's placement. The concern raised by the visiting team was that all administration and staff must be provided the information they need to ensure that all state and federal guidelines for the provision of services to students with educational disabilities are accurately applied. The Becket School administration must provide ongoing training to staff so that special education policies and procedures are understood and implemented accurately.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. It should be noted that in the Building Level Data Summary Report on pp. 10-14 any suggestion made by a visiting team member that is actually a "Required Action for Improvement" has an asterisk (*) before it.

1. The Becket School should consider the development of a data collection system that could store and disaggregate student and program data. The data collection system could provide useful information to the administration and staff to inform improvement planning and initiatives.
2. The present Case Management system used at the Becket School results in one caseload as high as 52 students. The responsibilities connected with the case management system are varied and such high numbers would likely present a challenge to the responsible staff. The school administration is encouraged to review the present system and consider a new model.
3. Review the present staffing pattern to consider whether there is a need for additional paraprofessionals.
4. The staff identified the need for additional time for increased communication and collaboration between the regular and special educators as well as the counselors and other staff members, including paraprofessionals.
5. Create a plan to continue to expand and update the technology available to students and staff (e.g. computers, software, AlphaSmarts, etc.)
6. The student transition process does not always provide adequate time for all relevant staff to become fully informed about various student needs and program changes that may be necessary. While transitions are often unpredictable, as a result of the court process, the information staff need in order to provide students with appropriate supports is always a priority. Review the transition process to create a protocol that meets the needs of all involved in a timely manner. Also, create a consistent transition process as students approach a court date that may result in transition out of the program.
7. Continue to provide training in the area of reading (e.g. Wilson Reading) to additional classroom staff.
8. As part of the Pike School organization of schools the Becket School administration and staff has the opportunity to work with the other program staff to create new models of shared professional development, expertise, resources and ideas that may result in expanded programming for students. Participation in the NHDOE Program Approval and Improvement process during the upcoming 2003-04 year would provide a vehicle for the system wide improvement planning. The administration has indicated that this process will be utilized and they are encouraged to do so, including representatives from each of the schools as well as other relevant stakeholders and, if appropriate, students.

COMMENDATIONS

1. The Becket School staff are dedicated to their work with the students placed in their care. They are enthusiastic and creative in developing instructional programs for students.
2. The Becket School students demonstrated a sense of respect and caring for each other and staff.
3. The special education administrator's role has been expanded to include responsibilities for all three schools. This should be instrumental in providing a vehicle for communication as well as consistency throughout the agency.
4. There is a clear behavior management program in place at the Becket School that appears to be therapeutically based, consistently applied and effective
5. There are no time out rooms, or processing rooms at the Becket School. This is in keeping with the therapeutic model at the school.
6. The administration and staff has continued to work to align the curriculum with the NH Curriculum Frameworks.
7. The Wilson Reading training provided to three staff members is a good way to offer additional reading supports to students who may require reading intervention and instruction.
8. The school has made significant improvements to the library since the previous NHDOE program approval visit. A free standing Yurt now serves as home to the school's library. The quiet and relaxed atmosphere in the library provides a place for students to read and study. The library has also had a significant increase in the print and visual materials available to students.
9. The Family Support Counselor role is a good model for providing the needed additional supports to families and students as students transition back to home and school.
10. The vocational components of the Becket Program provide the students with a variety of alternative learning experiences and opportunities for engagement in learning.
11. Extracurricular activities (e.g. basketball, soccer) are offered to students whenever possible.

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

School: **BECKET SCHOOL**

Programs: **MODIFIED REGULAR**

Recorder/Summarizer: Patricia Eddy

Date: May 7, 2003

Number of Cases Reviewed: 2

Collaborative Team Members:

Name	Position	Building Level or Visiting
Patricia Eddy	NH Department of Education Consultant	Visiting
Sharon Edwards	Special Education Administrator	Building
M. Gail Hannigan	Principal	Visiting
Tracy Puffer	Lead Teacher	Building
Kyle Beth Linlaw	Special Educator	Building
Barbara Cohen	NH Department of Education	Visiting
Earl Lord	Teacher	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Assessment.

Summary of building level data

Filled in with the number of times a statement was marked from all Data Collection Forms:

Access to the General Curriculum Statements		No Access	Partial Access	Full Access
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.304</u> <u>CFR 300.347(a)(1)(i)</u> " . . . general curriculum (i.e., the same curriculum as for nondisabled children)" <u>CFR 300.347 (a)(1)(iii)</u> "To be educated and participate with other children with disabilities and non disabled children"				
Student has access to the general curriculum (as outlined by the district, the sending district or NH frameworks)				2
Student has opportunities to interact with non-disabled peers on a regular basis			2	
Student has access to the general curriculum in a general education setting with non-disabled peers		NA		
Student participates and progresses in the general curriculum in a general education setting with non-disabled peers with necessary supports		NA		
Student has opportunities to participate in general extracurricular and other non-academic activities with necessary supports				2
Student participates in general extracurricular and other non-academic activities with necessary supports				2

Summary Statement on Access to the General Curriculum:

The Becket School staff does a nice job with curriculum design and in providing access to the general curriculum.

Strengths	Access to the General Curriculum	Suggestions for Improvement
1. Certified staff in content areas is a strength of the program. 2. There is a clear connection to classroom instruction and the NH Curriculum Frameworks. 3. The Math instructor is very positive in interactions with students and in documentation of student progress. 4. The program is individualized and IEP driven to meet the needs of all students.		1. Create a transcript system to document student progress toward completion of credits necessary to complete a high school diploma. This is important to both the student and the sending school district. 2. Provide adequate access to computers for staff so that a clear and consistent documentation of student progress, as well as other aspects of programming is available for analysis and information. 3. Develop IEP's that are clear in the connection to NH Framework standards.

Summary of building level data

Filled in with the number of times a statement was marked from all Data Collection Forms:

Transition Statements					Complete or Formal Documentation (e.g. age 16 four areas)	N/A
Ed. 1102.53, Transition Planning CFR 300.29	Ed. 1107.02, Process: Provision of FAPE CFR 300.347 (b) (1)	Ed. 1109.01, Transition Services CFR 300.132	Ed. 1109.03, IEP Team CFR 300.344 (b) (1)	No Evidence		
This includes movement from (a) Early Supports and Services (ESS) to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.				1		1
Transition planning from grade to grade takes place						
Transition planning from school to school takes place					2*	
Team around transition includes parents					2*	
Team around transition includes appropriate agencies					2*	
Transition planning occurs 90 days prior to child's 3 rd birthday						NA
By age 14 student participates in transition planning				1	1	
* By age 16 transition plan addresses <i>instruction, community, employment and daily life skills</i>						NA
Student is informed prior to age 17 of his/her rights under IDEA						NA
District has implemented a process to evaluate the success of a student's transition plan					2	
Team, including student as appropriate, regularly assesses success of transition plan					2	

Summary Statement on Transition:

Unable to determine if transition form is used, as it was not in one student file.

* By court order (unable to control certain aspects of transitions)

Transition	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There was a nice transition form available. 2. The Family System Counselor, who provides transition supports between school and family, is a good model. 3. The transition information from Becket is sent in an efficient time frame (usually within a week). 4. The Treatment Team meets regularly to review student's progress. This includes both residential and educational staff. 	<p>The present system of case management results in numbers too high for case managers to be effective and efficient.</p>

Summary of building level data

Filled in with the number of times a statement was marked from all Data Collection Forms:

Assessment Statements	No Evidence	Partial or Informal Documentation	Complete or Formal Documentation	N/A
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a)5 RSA 193-C This is not limited to NH statewide testing (NHEIAP). It should also include district-wide and school assessments and measures of progress, i.e. evidence of student work, portfolios, etc.				
Student participates appropriately in statewide assessments			1	1
Student participates appropriately in district wide and school wide assessments			1	1
Alternate assessments are appropriately provided as needed				2
A variety of measures are used to assess student progress			2	
<i>For Preschool only:</i> Multiple measures are available in the district to determine eligibility and measure progress				NA
Team uses multiple measures and data to develop a student's IEP			2	
Assessment data is used at the school level to improve student learning	1		1	
Assessment data is used at the district level to improve student learning				NA

Summary Statement on Assessment:

Assessment	Strengths	Suggestions for Improvement
1. The one to one instruction allows for ongoing assessment of student progress. 2. All students are assessed (informally) within 2 days of their admission to the Becket Program.	Create an ongoing process that provides analysis of assessment results (individual and state assessment results) to review the effectiveness of the Becket curriculum and instruction.	

**Building level strengths and suggestions outside of the 3 focus areas of
Access to the General Curriculum, Transition and Assessment**

Other Strengths	Other Suggestions for Improvement
<ol style="list-style-type: none"> 1. The Becket staff demonstrate an interest in, as well as a very positive attitude toward, their work. 2. The behavior management observed during the visit revealed a well organized and choreographed effort among staff to provide consistency, concern and a sense of safety to the students. 3. The atmosphere in the building appears to be conducive to learning and to behavior management. 4. There are NH certified staff in content area subjects. 5. The program has a focused feel to it. 	<ol style="list-style-type: none"> 1. Review the present case management system to determine how to reduce the present case load. 2. Review the present year round schedule required for staff to determine if working a regular school calendar schedule, with option available for summer instruction, would provide staff with an opportunity for a break and possibly create greater staff longevity. 3. Utilize phone conferences when necessary to speed up the process and solve the “unavailability” of some parents and others who need to be part of the process. 4. The space presently provided for classroom instruction feels small. Consider ways to increase classroom size and provide more quiet space for students working on academics. 5. There is a need for additional computers and/or Alpha Smarts for students and staff. Develop a technology plan that addresses the ongoing need for acquisition and upkeep of technology. 6. Provide ongoing opportunities for professional development in the area of special education practice and information for all new staff, as well as additional time and opportunities for all staff to participate in professional development, particularly as it relates to the Becket School’s Master Plan.

VIII. ADDENDUM: JAMES O SUMMARY

ADDENDUM

JAMES O. MONITORING PROGRAM

Becket School

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: May 7, 2003

Reviewer: Maryclare Heffernan

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

Becket School

Number of files reviewed: 3

COMMENDATIONS:

The student records reviewed were well organized and contained the necessary information related to state rules and federal regulations required for the educational services provided to students with educational disabilities.

CITATIONS OF NONCOMPLIANCE:

There were no citations identified as a result of this record review.